

Pupil premium strategy statement (primary)

1. Summary information					
School	Chestnuts Primary				
Academic Year	2017-18	Total PP budget	£62,920	Date of most recent PP Review	29/9/17
Total number of pupils	396	Number of pupils eligible for PP	117	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	35% (gap closed by +5%) ARE +20% increase	67%
% making progress in reading	KS2: 2.67 progress (71% achieved expected) ARE +21% increase KS1: 63%	KS2: 0.33 KS1: 79%
% making progress in writing	KS2: 0.53 progress (53% achieved expected) ARE +15% increase KS1: 38%	KS2: 0.17 KS1: 72%
% making progress in maths	KS2: 0.14 progress (53% achieved expected) ARE +9% increase KS1: 50%	KS2: 0.28 KS1: 79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	More able PP pupils are a focus to achieve GD as the current KS2 data shows that 0% achieved GD in reading, 12% achieved GD in maths, 6% achieved GD in writing and the KS1 data shows that 8% achieved GD in reading, 4% achieved GD in writing, 8% achieved GD in maths; all of which are below national.
B.	KS2 Maths PP progress has increased by +2.6 however the gap between PP and NPP is still -0.6.
C.	KS1 phonics data demonstrates the performance of the PP pupils has improved and the gap has narrowed: in Year 1, there has been a +34% rise in the percentage of PP pupils passing the check and them performing +28% higher than the non-PP (-14% gap in 2016) and in Year 2 there has been a +5% increase for the PP pupils but the gap has slightly widened by -4%. The 2017 GLD data demonstrates the non-PP are outperforming the PP (-12% gap) and this is a target area for 2018.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP were 94.9% (2015-16) and have decreased to 94.2% (2016-17) (below the target for all children of 96%). This reduces their school hours

	and causes them to fall behind on average.
E.	A greater number of children not being school ready when joining Early Years. This means that without accelerated progress, they will not be age appropriate which will cause them to fall behind on average.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between PP pupils and national in KS1 and KS2 who achieve GD will be narrowed or diminished.	GD percentages will increase towards national data: KS2: Reading national 29%, Maths national 27%, Writing national 21% KS1: Reading national 28%, Writing national 18%, Maths national 23%
B.	The maths progress gap between PP and NPP pupils in KS2 will be narrowed or diminished.	The gap between PP and NPP KS2 maths progress will be less than -0.6
C.	The phonics gap between PP and NPP pupils in Year 2 will be narrowed or diminished.	Year 2 phonics gap between PP and NPP will be less than -12%
D.	Increased attendance rates for pupils eligible for PP to be in line with NPP and National.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below (19% 2016-17). Overall PP attendance improves from 94.2% to 96% in line with NPP pupils.
E.	Increase in the number of children joining Early Years who are school ready.	Children's Personal, Social and Emotional Development (PSED) skills are age related.

5. Planned expenditure

Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. The gap between PP pupils and national in KS1 and KS2 who achieve GD will be narrowed or diminished. B. The maths progress gap between PP and NPP pupils in KS2 will be narrowed or diminished.	Target Tracker introduced and used to inform planning and track pupil progress Pupil progress meetings held termly to discuss individual pupils Pupil and parental questionnaires to allow 'voice' to see what they believe will aid individual progress	High ability PP pupils eligible for PP are not meeting the national average, especially in KS2 reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Inset days, staff meetings and team meetings training. Pupil progress meeting training for Phase Leaders, who are all new to their posts. Pupil Progress documents pre shared with staff to begin filling out. Documents completed as a Google Doc so all parties have access. Questionnaires to be written around impact measures. Pupil questionnaires to be conducted as	JV KR ST	Jan 17 Jan 17 Jan 17

	<p>Teacher funding request document introduced to collate individual pupil requests</p> <p>Intervention to target GD PP chn as well as pupils below in progress and/or attainment</p> <p>Y6 Maths PP pupils taught in a smaller group</p>		<p>small group interviews.</p> <p>Staff meeting to introduce document to ensure consistency. Google Doc so everyone have access.</p> <p>Phase leaders to devise key stage intervention on a needs basis (progress and attainment) therefore PP lead to remind about GD pupils</p> <p>Mock SATs data and predicted data to be used to group pupils</p>	<p>ST</p> <p>ST, AS, LS</p> <p>ST</p>	<p>Jan 17</p> <p>Jan 17</p> <p>Jan 17</p>
C. The phonics gap between PP and NPP pupils in Year 2 will be narrowed or diminished.	<p>Phonics Tracker has been introduced for more rigid monitoring.</p> <p>Phonics Screening checks happen half termly to ensure children are on track.</p> <p>Half termly RWI assessments in place and monitored to ensure all chn are making progress and trends identified.</p> <p>Focused interventions in place that target PP chn as well as pupils who did not meet the expected standard in Year 1.</p> <p>After school phonics booster sessions to raise attainment.</p> <p>Teacher funding request document introduced to collate individual pupil requests to help raise attainment.</p>	<p>Not all PP and non PP chn are not meeting the expected standard by passing the Phonics Screening check or meeting the national average. We want to ensure that all children have a sound phonological understanding which provides the foundations of early reading. Having good phonic knowledge will also allow children to become independent readers and allow greater access across the national curriculum.</p>	<p>Team meeting time spent on understanding and utilising Phonics Tracker.</p> <p>Half termly Phonics Tracker will be analysed and key trends will be identified and communicated.</p> <p>RWI training and observation opportunities available for new staff.</p> <p>Interventions are being recorded and measured from their starting point to end points.</p> <p>After school phonics booster sessions to be monitored and measured against starting points. Chn to complete on half termly basis and review accordingly. Group to remain fluid dependent on the needs of the chn.</p>	<p>LS/CT</p> <p>LS/CT</p> <p>LS / CT</p> <p>LS</p> <p>LS / CT / HB</p>	<p>Jan 17</p> <p>Jan 17</p> <p>Jan 17</p> <p>Jan 17</p> <p>Jan 17</p>
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you

	action/approach	for this choice?	implemented well?		review implementation?
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates for pupils eligible for PP.	<p>Part time attendance officer employed to monitor pupils and follow up quickly on absences.</p> <p>Letters to be sent.</p> <p>In school meetings with parents.</p>	In order to improve children's attainment, they need to be attending school. Reasons for absence must be explored, parents notified and provisions put in place.	<p>Attendance officer will be briefed about existing absence issues.</p> <p>PP coordinator, attendance officer and head teacher will collaborate to ensure attendance procedure is in place and followed.</p> <p>Attendance officer to analyse and track data, looking out for patterns.</p>	Attendance officer	Jan 2017
E. Increase in the number of children joining Early Years who are school ready.	<p>Home visits to new starters.</p> <p>Develop early relationships with parents by letting them know what the expectations for their child are before starting school.</p> <p>Offer stay and play, stories, songs and rhymes sessions early in the year to families in our catchment area with young children.</p> <p>Work with pre-schools and nurseries to ensure consistency in expectations to work toward school readiness.</p>	Many of our children have low PSED skills - they struggle to leave their parents, find it hard to form relationships, do not demonstrate appropriate social skills or interact appropriately with peers. We have children who come to school that are not fully toilet trained; some being in nappies. Many children are unable to dress and undress themselves; struggling with things such as putting their coats on. There has been an increase in children with speech and language problems. This year there are many children with poor fine motor skills, such as lacking strength in their hands so are not able to hold a pencil to even begin writing. Some children are only just at the point of listening to and identifying animal noises. We want them to come to us being able to hear initial sounds and sounds in words, have an awareness of rhythm and rhyme and a rich	<p>EYFS lead to organise and oversee implementation of actions.</p> <p>Discussion in EYFS team post home visits.</p> <p>Head teacher to be aware of contact being made with families.</p>	EYFS lead	Jan 2017

	Early phonics assessment which reflects children's starting points.	experience and bank of stories, sounds and rhymes.			
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attainment in Year 6	Core subjects being taught in groups of 12	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Expensive but effective in terms of outcomes. If staffing and space are available it would be beneficial to run again	£30000
Increased attainment in phonics	additional teacher to take small groups to increase phonic awareness	Phonic score declined from previous year	If started earlier in the year this should have a positive impact	£13000
Increase attainment in reading	Accelerated reader introduced to year 6	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Children very engaged with reading. Accelerated reader to be introduced for whole school	£12000
Increased attainment in Year 2	Additional teacher to take groups for 3 days	Children's attainment increased from previous year but not sufficient progress	Ensure that the groups remain consistent for greatest impact. This should be run again	£13000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase maths attainment and progress in maths	Online tuition for Year 6 children	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Children found the sessions enjoyable however the location of wifi accessibility was a negative factor. Not to be run again	£5000
Increase maths attainment and progress in maths	After school tuition for Year 2 and Year 6	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Very effective at bridging gaps. Will be run again	£9000
Increase enjoyment and attainment in reading	Breakfast club reading session twice weekly for PP children	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Poor attendance of children to the earlier session was a barrier	£3000

Increased arithmetic understanding and fluency	Power of 2 intervention run in Key stage 2	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Time and labour intensive but effective progress and increased fluency seen from all children	£6000
Develop children's self esteem, confidence and problem solving skills	Forest schools weekly session off site run by the parks trust	Children would develop the skills to work together, have a range of experiences and successes away from the academic forum	Attendance improved and children were observed to become more confident	£4400
Develop children's self esteem, confidence and problem solving skills	Attend Ride High	Responsibility and compassion to be developed in terms of the care of horses, alongside bridging the academic gap through targeted literacy and numeracy teaching	Some identified academic gaps closed. Children	£3600
Ensure children are able to access learning at all times including at home	Provide PP children with revision packs, resources and equipment to enable them to learn at home through homework, and also provide uniform	Children entitled to PP all provided with Maths packs, phonics resources, revision guides and books to learn at home. This should see an increase in the number of pupils completing homework.	No impact of learning resources seen, Children receiving new uniform have had a reduction in the number of antisocial incidents as they feel more involved in school.	£9000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase attendance of pp children	Weekly cooking club	Introduce healthy eating life skills to the children and motivate them to attend school on Mondays	Attendance for the identified children was improved. No absences during the 2 terms the project ran	£2500
To increase attendance of pp children	One day support from BPOS attendance officer from Easter	Children will attend more frequently, parents will understand the impact of absence on their child's education and fines will be issued as per LA policy	As the attendance officer didn't start until Easter, the impact in terms of published data was minimal however individual children were beginning to show an improvement. This project needs to be continued.	£2000
Ensure all children begin school ready	Free breakfast club provided to all	Children will arrive punctually for school, have received a nutritious breakfast and have had the opportunity for social interaction with their peers.	Academic progress greater for those children who regularly attend breakfast club	£25000
Parents, carers and children to have access to the wide range of support needed	To provide an early help package to parents and children by the provision of family support worker	Early help working with a large number of children and parents, providing ongoing support, one off direction and teams working around. Develop children's self esteem, confidence and problem solving skills families.	Greater need for this provision than previously anticipated. The role needs to continue but additional hours need to be found too.	£18000
Emotional needs of all children are met	Provision of a learning mentor	Children identified with both long and short term mental health concerns, from bereavement, to family break up, receive the guidance and support needed to be able to access school.	Full time table created of 1:1 sessions, group sessions and whole class programs. Essential to ensuring all children are able to access learning.	£21000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk